

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

SHREWSBURY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

CALVIN COOLIDGE SCHOOL

SPRING 2006

DISTRICT MISSION STATEMENT

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

SCHOOL MISSION STATEMENT

The Calvin Coolidge Elementary School in partnership with our students, families, and the larger community will strive to build a respectful educational community that values individuals and their contributions, appreciates diversity, and encourages the pursuit of life long learning.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

TABLE OF CONTENTS

Section	Page(s)	Number (s)
Part I	Signature Page	3
Part II	Demographics	4
Part III	School Highlights	6
Part IV	Summary of School Improvement Plan	7
Part V	Review of Current Year (2005 – 2006) Curriculum, Instruction, and Assessment Professional Development Respectful Community School Space	8
Part VI	Plans for Subsequent Year (2006 – 2007) Curriculum, Instruction, and Assessment Professional Development Respectful Community School Space	16

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part I SIGNATURE PAGE

Name	Signature
Co-Chair: (Principal) Margery Clark	
Co-Chair: Paula Collins	
Brian Burke	
Paul Harris	
Rita Innamorati	
Michael Lapomardo	
John Manzi	
Christine Najarian	
Christopher Watson	

Anthony J. Bent, Ed. D., Superintendent of Schools

Date

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part II DEMOGRAPHICS
Enrollment and Class-size Information
(April, 2006 data)

Total Number of Students		335
Total Number of Classrooms		17
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten	0	N/A
Full Day Kindergarten	0	N/A
Grade 1	4	21
Grade 2	5	17.6
Grade 3	4	20
Grade 4	4	20.75
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Foreign Language	N/A	N/A
Allied Arts	57 (Art, Music, Media)	19.7
Health	9	18.6
Physical Education	21	19.7
All Classes 9-12	N/A	N/A
Core Classes 9-12	N/A	N/A
Electives 9-12	N/A	N/A
Grade 9	N/A	
Grade 10	N/A	
Grade 11	N/A	
Grade 12	N/A	

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Student Information

	Percentage	
	2005-06	2004-05
Native American	0	0
Black (Non-Hispanic)	1.5	1.4
Asian	17.9	14.8
Hispanic	6.0	3.9
White	75.6	79.9
Title I	13.5	9.7
Special Education	16.7	16
Free and Reduced Lunch	17.9	16.7
Limited English Proficient	8.7	5.8

Faculty and Staff Information

	Number	FTE
Administrators	1	1
Classroom Teachers	18	17
Instructional Specialists	7	3.8
Instructional Support	11	10.2
Instructional Aides – Classroom	5	5
- Special Education	9	9
Secretaries	1	1

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part III SCHOOL HIGHLIGHTS

Throughout 2005-2006, staff worked together to raise academic expectations, and improve academic performance, while improving our school culture, as we become a professional learning community. Time was spent at the first faculty meeting of every month and other gatherings to discuss issues, revise our school mission statement and establish norms for grade level and faculty meetings. Grade level meeting time was utilized to review MCAS results, math unit assessments and DRA results and determine which students would benefit from interventions and differentiation.

Parent volunteers were most helpful in numerous ways. The impact of Homework Helpers before the official start time of school was noteworthy. With additional volunteers, the program was expanded from one day to two days each week. With the pressures of education reform and meeting AYP (Annual Yearly Progress), the emphasis continued on struggling learners. Class placement, utilizing clusters of students at similar reading levels, supported efforts to meet the needs of all learners, including higher performing students.

Professional development emphasized Everyday Math work to prepare teachers to coordinate and implement the new math program. In addition, staff worked collaboratively to finalize revisions to the social studies curriculum. Additional time was spent working together to select writing exemplars for each trimester by grade level. A major accomplishment was the introduction of PowerSchool for attendance, student record information and report cards. One teacher at every grade level received Category 1 ELL (English Language Learner) training. Our school's ELL liaison, Mr. Brian Burke, has completed four days of training. In addition, the majority of Coolidge staff completed their coursework to become highly qualified by June, as required by the No Child Left Behind Act.

Although joint meetings of the School Council and PTO were not scheduled, these two groups worked well together regarding school funding issues and selection of a new principal, upon the retirement of Margery Clark, at the end of June. The Coolidge staff was also supportive of School Council and PTO initiatives.

Perhaps the goal, which made the greatest impact on daily school life, was the change in drop off and pick-up procedures. The changes were needed due to the dramatic increase in the number of students dropped off and picked up daily, as a result of the new charge for bus transportation. Relocating the fence on the playground, to provide space for parents to drop off their children in the morning next to the play area, proved to be a major success. Cars lined up on Florence Street and allowed the safe passage of buses to May Street to discharge students. After six years of safety concerns, the school council is delighted to have the traffic situation improved at Coolidge School.

With the reduction in staff, there are several long-term members of the Coolidge School staff, who will be greatly missed. The School Council, PTO and staff will work together to support the new school principal, Mrs. Amy Clouter, and continue the improvements that have been initiated. As part of this effort, further steps toward creating a professional learning community (PLC) are planned.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part IV School Improvement Plan Goals' Summary for 2006-2007

1. Curriculum, Instruction and Assessment
 - A. Improve student academic performance in reading and writing.
 - B. Improve student academic performance in mathematics.
 - C. Continue to expand academic support for students beyond the school day.
2. Professional Development
 - A. Analyze results of common assessments and 2006 MCAS to develop goals and extend best practices.
 - B. Develop more assessments that match the standards-based report cards at each grade level and initiate thematic interdisciplinary teaching units to improve instruction.
 - C. Expand regular education-special education collaborative through co-teaching inclusion model.
 - D. Support district-wide ELL Training of classroom staff to Category I level or higher.
3. Respectful Community
 - A. Establish a Transition Team of parents and staff to assist new principal with transition.
 - B. Increase communication between School Council and PTO.
 - C. Improve welcome to new students and parents to Coolidge Community.
 - D. Increase the involvement of volunteers to offset the reduction in support staff.
4. School Space
 - A. Revisit space use with fewer classes and reduction in professional staff.
 - B. Consider ways to improve parent pick-up procedures at dismissal time.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part V REVIEW OF CURRENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment

<i>Goal A: To continue to focus on assessment results and expand efforts to improve academic performance.</i>
Action Step Utilize Test Wiz to identify additional areas of strength and weaknesses on MCAS Testing in grades 3 and 4.
Evaluation/Status The Principal and Curriculum Specialist worked with data and staff to accomplish this goal.
Action Step Improve grade 4 MCAS ELA Long Composition scores using Writing Expectations, articulated by grade 1-4 Coolidge Staff in 2004-2005.
Evaluation/Status This action step was exceeded, as teachers raised expectations beyond those articulated in publication.
Action Step Utilize phonics materials and guided reading with non-fiction resources and leveled readers to increase percentage of students at or above grade level on spring DRA.
Evaluation/Status Materials and guided reading were utilized. Results not known until results of Spring DRA are known.
<i>Goal B: To expand parent support of academic areas.</i>
Action Step Hold four separate grade level curriculum nights with half of the presentation on specific curriculum areas and half in classroom.
Evaluation/Status The Principal, Curriculum Specialist and classroom teachers successfully accomplished this action step.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part V REVIEW OF CURRENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment (continued)

<p>Action Step Provide parent evening on ways that parents can support reading expectations at home.</p> <p>Evaluation/Status Programs provided by Title 1 staff and PTO-sponsored Parent Programs accomplished this action step.</p>
<p>Action Step Institute a Math Incentive Program (similar to on-going Reading Incentive Program) in conjunction with implementation of <u>Everyday Math</u> Program.</p> <p>Evaluation/Status Principal and Curriculum Specialist collaborated to provide monthly family Math challenges from January – May 2006.</p>
<p>Action Step Establish before school Homework Helpers.</p> <p>Evaluation/Status Mrs. Lange-Madden has worked with an increasing number of parent volunteers to establish the before school program and expand it to two days each week.</p>
<p>Goal C: To determine best ways to meet the needs of high achieving students at Coolidge School.</p>
<p>Action Step Utilize assessments to identify students who would benefit from curriculum extensions.</p> <p>Evaluation/Status Guided reading, differentiation of instruction and clustering of more capable students supported this action step.</p>
<p>Action Step Determine best ways at each grade level to challenge high achieving students at that grade level.</p> <p>Evaluation/Status Due to pressures to improve performance of struggling students at each grade level, the focus remained on our lower performing students.</p>

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

PART V REVIEW OF CURRENT YEAR (2005-2006)

2. Professional Development

Goal t A: <i>To extend the professional learning community (PLC) at Coolidge School.</i>
Action Step Fund staff representative attendance at PLC conference/ workshop.
Evaluation/Status The Principal and five staff attended June 2005 two-day conference. Two staff attended a one-day workshop in December 2005.
Action Step Share and implement PLC practices learned at workshops with grade level teams and full staff.
Evaluation/Status Throughout the year at the first faculty meeting of each month and additional small group sessions, Coolidge staff worked to improve its school culture in preparation for more formal PLC work in the future.
Goal B: <i>To expand staff knowledge of focus areas through training.</i>
Action Step Provide training and collaboration time to support implementation of <u>Everyday Math</u> Program.
Evaluation/Status Coolidge Staff worked collaboratively at grade level team time and faculty meetings on a regular basis.
Action Step Encourage science and social studies professional development (including study groups) so all staff can remain highly qualified.
Evaluation/Status Several study groups formed to support staff need. All Coolidge classroom staff will be highly qualified by the end of June 2006.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

PART V REVIEW OF CURRENT YEAR (2005-2006)

2. Professional Development (continued)

Action Step Expand knowledge of instructional strategies to expand special education and ELL regular education collaboration.
Evaluation/Status Coolidge staff have collaborated more this school year to promote best practices for special education and ELL students.
Goal C: <i>To extend teacher knowledge of Power School for record keeping and reporting.</i>
Action Step Introduce attendance tracking and general capabilities of Power School.
Evaluation/Status This goal was exceeded due to the hard work and training of our secretary and staff.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

PART V REVIEW OF CURRENT YEAR (2005-2006)

3. Respectful Community

Goal A: *To expand volunteer support at Coolidge School.*

Action Step Establish a list of parents who are willing to welcome new families (students) to Coolidge (starting with ELL students in Spring '05).

Evaluation/Status

List was established, but most newcomers did not wish to be contacted by another parent.

Action Step Expand volunteers supporting Coolidge daily program by involving more senior citizens, grandparents and business volunteers from the community.

Evaluation/Status

We have done more community outreach, but to be more effective, a committee is needed to recruit beyond the school.

Goal B: *To strengthen partnership between School Council and PTO.*

Action Step Continue work of International Committee, which was started in 2005.

Evaluation/Status

The International Committee was not activated in 2005-2006 due to other priorities.

Action Step Include picture books or folk tales from other countries as selections on Community Reading Day.

Evaluation/Status

Volunteers for Community Reading Day did not select picture books or folk tales from other countries to read.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

PART V REVIEW OF CURRENT YEAR (2005-2006)

3. Respectful Community (continued)

<p>Action Step Hold joint meetings with PTO at lease twice in 2005-2006 to coordinate efforts and enhance communication.</p>

Evaluation/Status

Timing of scheduled meetings did not make this possible in 2005-2006. Recommend trying again in 2006-2007.

<p><i>Goal C: To strengthen Home-School Connection</i></p>
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<p>Action Step Host roundtable discussions, evening sessions on standards based reporting, <u>Everyday Math</u> Program, parenting, raising children with more than one language, etc.</p>

<p>Evaluation/Status</p>

<p>Sessions were held at PTO meetings, School Council and Curriculum nights to up-date parents on standards-based reporting and <u>Everyday Math</u>.</p>

<p>Action Step Develop Coolidge Information Guide with input from Student Council, Faculty Advisory, School Council and PTO.</p>

<p>Evaluation/Status</p>

<p>Collection of materials for guide has started. New principal may continue process to finalize this publication.</p>
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**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

PART V REVIEW OF CURRENT YEAR (2005-2006)

3. Respectful Community (continued)

<i>Goal D: To review and improve school meetings, cafeteria program and blue slip system.</i>
Action Step Change school meetings, afternoon time, theme each month, music, teacher present, parent invitations. Evaluation/Status School meetings were held on Friday afternoons, once a month. Various students, small and large groups shared their talents. Singing "Happy Birthday" was added to the traditions. Parents of student performers were welcomed to attend.
Action Step Add incentives to lunch and recess programs. Evaluation/Status Behavior in the cafeteria and on the playground was greatly improved during 2005-2006. Incentives for proper behavior were not needed.
Action Step Survey students, staff and parents regarding expectations for behaviors. Evaluation/Status Given improved behavior and selection of new principal, this action step was not implemented.

CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006

Part V REVIEW OF CURRENT YEAR (2005-2006)

4. School Space

<i>Goal A: To improve parent procedures before and after school.</i>
Action Step Recommend changes to drop off in am.
Evaluation/Status New turn around allowed discharging students from three cars at a time.
Action Step Recommend changes to parent pick up in pm.
Evaluation/Status Relocation of student waiting area was needed due to increased number of students. Large numbers of parents waiting inside on inclement weather days posed concerns.
<i>Goal B: To review traffic safety at Coolidge School.</i>
Action Step Work with police department to develop new traffic pattern on site.
Evaluation/Status The expanded driveway, created by relocating the cyclone fencing, has proven to be an important improvement.
Action Step Recommend addition of car turn around at end of Florence Street.
Evaluation/Status Although not as envisioned, the expanded driveway does allow improved student a.m. drop off, which has enhanced safety and traffic flow.

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

1. Curriculum, Instruction and Assessment

<i>Goal A: Improve student academic performance in reading and writing.</i>		
Sources of Evidence: Grade 3 & 4 MCAS ELA Results DRA Results	Timeline: September 2006 – April 2007	Facilitators: Principal, Teacher/Coaches and Reading Tutors
Action Steps:		
1.A.1. Raise expectations for all students in writing by improving grade 4 long composition average scores by 2 points.		
1.A.2. Improve reading levels, based on Spring '07 DRA scores, so that 85% of the students in grades 1, 2 and 3 are reading on or above grade level.		
1.A.3. Improve scores on grades 3 and 4 MCAS Reading/ELA by increasing those who score in the proficient and advanced categories by 5%.		

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

1. Curriculum, Instruction and Assessment (continued)

<i>Goal B: Improve student academic performance in mathematics.</i>		
Sources of Evidence: Completion of Program Sign-out & Returned Packets Grade 3 & 4 MCAS Math Results	Timeline: September 2006 – June 2007	Facilitators: Principal, PTO Math Volunteers Teacher/Coaches and Math Tutor
Action Steps:		
1.B.1. Complete full implementation of Everyday Math.		
1.B.2. Expand Family Math support from home with Math to Go and Monthly Family Math Incentive Packets.		
1.B.3. Raise expectations for all students in mathematics, improving results of grade 3 and 4 MCAS Math Results by 7% in the proficient and advanced categories.		

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

1. Curriculum, Instruction and Assessment (continued)

<i>Goal C: Continue to expand academic support for students beyond the school day.</i>		
Sources of Evidence: Sign-in Sheets Log of dates	Timeline: October 2006 – June 2007	Facilitators: Kathy Lange-Madden, Brian Burke, Rita Innamorati
Action Steps:		
1.C.1. Expand Homework Helper to three days/week (Tue-Wed-Thurs).		
1.C.2. Arrange after school academic support with community service by SHS students.		

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

2. Professional Development

<i>Goal A: Analyze results of common assessments and 2006 MCAS to develop goals and extend best practices.</i>		
Sources of Evidence: Grade Level Goals	Timeline: Team Times Nov. 2006 – Jan. 2007	Facilitator: Principal and Grade Level Teams
Action Steps:		
2.A.1. Teachers will collaborate and work cooperatively at grade level meetings to improve ELA teaching practices.		
2.A.2. Teachers will collaborate and work cooperatively at grade level meetings to improve math teaching practices.		
<i>Goal B: Develop more assessments that match the standards-based report cards at each grade level and initiate thematic, interdisciplinary teaching units to improve instruction.</i>		
Sources of Evidence: Trimester Assessments	Timeline: Beginning of each Trimester	Facilitator: Principal, Teacher Coaches, Grade Level Teams
Action Steps:		
2.B.1. Work collaboratively at each grade level during grade level meetings.		

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

2. Professional Development (continued)

<i>Goal C: Expand regular education-special education collaboration through co-teaching inclusion model.</i>		
Sources of Evidence: Study Group Sessions Co-teaching of Lessons Proposal	Timeline: September 2006 – February 2007	Facilitator: Principal, School Psychologist
Action Steps:		
2.C.1. Study co-teaching models to determine best model for Coolidge School.		
2.C.2. Target implementation with 1 teacher at each grade level.		
2.C.3. Propose plan for 2007-2008.		
<i>Goal D: Support district-wide ELL Training of classroom staff. Classroom staff to category I level or higher.</i>		
Sources of Evidence: Dates of Training	Timeline: PD Days 06-07 As scheduled and Fall, 2006	Facilitator: Principal, Director of ELL Services
Action Steps:		
2.D.1. Support Category I Training for all Coolidge Professional staff.		
2.D.2. Support Category III Training for selected Coolidge Professional staff at each grade level 1-4.		
2.D.3. Provide ELL Training for paraprofessional staff.		

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

3. Respectful Community

<i>Goal A: Establish a Transition Team of parents and staff to assist new principal with transition.</i>		
Sources of Evidence: Log of Sessions Event date Schedule of Coffees – AM & PM	Timeline: August 2006 – June 2007	Facilitator: Paula Collins, School Council and PTO reps
Action Steps:		
3.A.1. Consult with new principal as needed, to share traditions and events.		
3.A.2. Provide welcome reception for new principal.		
3.A.3. Plan series of informal parent coffees for small groups to meet with new principal.		
<i>Goal B: Increase communication between School Council and PTO.</i>		
Sources of Evidence: Dates of Joint Meetings	Timeline: Fall 2006 – Winter 2007	Facilitator: Principal Paula Collins
Action Steps:		
3.B.1. Schedule a minimum of two joint meetings during year with PTO and School Council on same evening (SC 6-7 PM, Joint Meeting 7-8 PM, PTO 8-9 PM)		

**CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006**

Part VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

3. Respectful Community (continued)

<i>Goal C: Improve welcome to new students and parents to Coolidge Community.</i>		
Sources of Evidence: Welcome Pack	Timeline: October 2006	Facilitator: Brian Burke and other members of International Committee
Action Steps:		
3.C.1. International Committee develops welcome pack for new families.		
<i>Goal D: Increase the involvement of volunteers to offset the reduction in support staff.</i>		
Sources of Evidence: New volunteer opportunity Fall & Winter Training Date	Timeline: August 2006 – Jan. 2007	Facilitator: Principal Teacher/Coaches
Action Steps:		
3.D.1. Recruit volunteer(s) to oversee lending library of curriculum and literacy materials.		
3.D.2. Continue training of volunteers new to Coolidge School.		

CALVIN COOLIDGE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2006

PART VI PLANS FOR SUBSEQUENT YEAR (2006-2007)

4. School Space

<i>Goal A: Revisit space use with fewer classes and reduction in professional staff.</i>		
Sources of Evidence: School Council Minutes	Timeline: September – October 2006	Facilitator: Principal School Council Staff
Action Steps:		
4.A.1. Review long-term Coolidge floor plan.		
4.A.2. Propose short-term revision during time of reduced enrollment.		
<i>Goal B: Consider ways to improve parent pick-up procedures at dismissal time.</i>		
Sources of Evidence: Survey and Report Revised Guidelines	Timeline: September – October 2006	Facilitator: Principal School Council
Action Steps:		
4.B.1. Conduct survey of parents and staff.		
4.B.2. Recommend changes before cold weather arrives.		